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School Reports and School Efficiency. By DAVID S. SNEDDEN AND WILLIAM H. ALLEN. New York: Macmillan, 1908. Pp. 183. Price \$1.50.

"The origin of this study of school reports dates back to 1904," we are told in the Introduction, and is to be found in a discussion which arose in a meeting in New York City, in the course of which someone asked a simple question about the schools, which no one could answer. In the agitation which began at that time, it was made plain that there were no records of many things about schools and pupils which intelligent people might and should wish to know. In May, 1906, the Committee on Physical Welfare of School Children was organized. One definite purpose of this committee was the "effort to secure establishment of such a system of school records and reports as will disclose automatically significant school facts—e.g., regarding backward pupils, truancy, regularity of attendance, registered children not attending, sickness, physical defects, etc."

Three papers by this committee were ready in 1907 for publication, one on home conditions, one on school buildings in their relation to physical defects, and the one here presented, on school reports. The book is, therefore, a report of the New York Committee on Physical Welfare of School Children, of which Dr. Snedden and Dr. Allen are members.

After the Introduction there are seven chapters, of which the first is on "The Purposes of Educational Statistics," the second on "The Beginnings of School Reports in American Cities," and the third on "Efforts of the N. E. A. to Improve School Reports and to Secure Uniformity." The next three chapters contain examples and discussions of statistical tables which have been published, with their merits and faults, and suggestions for improvement. The book closes with a "Practical Study of One School Report" from New York City. A good index adds to the usefulness of the report.

One great purpose of good school reports, according to Professor Snedden, is to make it possible for "the layman of average intelligence, but of more than average interest," to acquire "the information he seeks." It is plain then, that, though this report of the committee is of special value to superintendents and administrative officers, it will also be suggestive to anyone who is interested in the schools and their improvement. It is true, as the report in one instance points out, that figures may deceive; but it is made obvious that there is a great deficiency in the matter of reports, and great consequent difficulty in getting information. This book should do much to improve the conditions.

J. M. C.

Studies and Observations in the Schoolroom. By HENRY ELTON KRATZ. Boston: Educational Publishing Co., 1907. Pp. 220. Price \$0.80.

There is of course no question that in order to perfect the science of education we must fix our attention on the child, and improve our knowledge of him indefinitely. It is of course true that the teacher has a rare opportunity, if he have sufficient intelligence and interest, to record and report the facts of childhood and youth, and so furnish priceless material for the scientist and